



**Australian Government**

# **Assessment Requirements for CUADTM401 Plan and organise dance classes**

**Release: 1**

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## Modification History

Release	Comments
Release 1	This version first released with <i>CUA Live Performance and Entertainment Training Package Version 1.0</i> .

## Performance Evidence

Evidence of the ability to develop session plans that:

- cover the teaching of at least one dance or movement technique
- take account of the learning environment and teaching requirements
- include the required resources
- cater for individual and group learner needs and characteristics
- show that constraints and hazards have been identified and risks assessed and mitigated where possible.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- explain the following learning principles:
  - learner-centred approaches to teaching
  - increasing learner independence
  - use of modelling and demonstration
  - learning process needing to reflect individual circumstances
- explain the following learning styles:
  - auditory
  - visual
  - kinaesthetic
  - analytical
  - theoretical
  - activist
  - pragmatist
  - reflective
- describe key aspects in the process of designing learning programs and developing session plans
- describe different teaching methods and techniques appropriate to teaching dance or movement
- explain how the following apply in a teaching role:
  - duty of care under common law
  - safe dance practices
  - reporting requirements for hazards
  - safe use and maintenance of audio and video replay equipment
  - emergency procedures
  - recording information and confidentiality requirements
  - anti-discrimination legislative requirements
- describe key features of the following learning theories:
  - cognitive learning theory
  - andragogy
  - pedagogy
  - information processing
  - behavioural.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in a dance teaching environment. The assessment environment must include access to training products, such as Training Packages, documented courses or dance society syllabi and curricula.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion volumes are available at: - <http://www.ibsa.org.au>